

Instructional Practice Analysis Tool

1. Identify the amount of time you spend using each of the following instructional strategies.

Instructional Strategy	Never	Little	Frequent	Always
Drill & Practice				
Lecture or Demonstration				
Teacher-led discussion—low level, factual				
Teacher-led discussion w/ purposeful questions to students				
Working with individual students				
Working with small groups				
Integrated Learning Systems				
Productivity Tools				
Expression and Visualization Tools				
Online Research				
Collaborative learning—informal				
Collaborative learning—formal roles				
Communication and Virtual Collaboration				
Simulations				
Problem Solving with Real Data Sets				

For #2 through #4 think of a specific lesson or unit that you and your students experienced a high degree of success.

2. Analyze the complexity of your instruction and assign a percentage that represents the time you have student spending on the different levels of complexity. The total should equal 100%.

_____ % Creation-To put information together in a unique way to solve a problem

_____ % Evaluation-To make quantitative or qualitative judgments using standards of appraisal

_____ % Analysis-To examine a concept and break it down into its parts

_____ % Application-To apply or use information in a new situation

_____ % Understand-To interpret, classify, summarize, infer or explain information

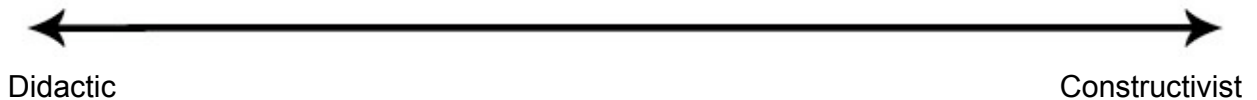
_____ % Remember-To recall and memorize

*For more information about the revised taxonomy please visit one of the following websites:

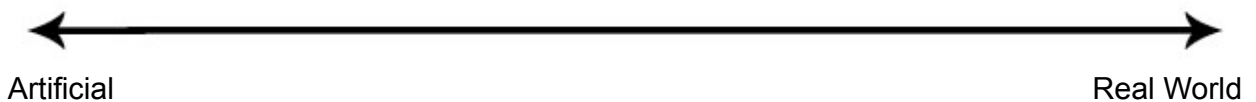
- a. <http://www.coe.uga.edu/epltt/bloom.htm>
- b. <http://social.chass.ncsu.edu/slatta/hi216/learning/bloom.htm>
- c. http://www.odu.edu/educ/lischult/blooms_taxonomy.htm

Please note: website(s) at the time of course development were active.

3. Analyze your instructional style on a scale from “Didactic” or teacher-directed, to “Constructivist” or student-directed and student-centered. Place an “X” on the continuum to represent your style.



4. Analyze the authenticity of your instruction. Does your instruction have a “real-world” context or is it characterized as artificial and exercise based, such as worksheets or essays that summarize content for teacher use only? Place an “X” on the continuum to represent your style.



In order to build on your previous success, how will you improve this specific lesson or unit to make the learning more authentic for students?

For #5 and #6 consider your overall instruction when completing the questions.

5. To what extent do you make an effort to provide explicit instruction or to employ strategies to develop the following 21st Century skills: Please refer to the course document entitled 21st Century Workplace: Skills for Success for the specific definitions of the following skills.

21st Century Skill	Not at all	Somewhat	Substantially
--------------------	------------	----------	---------------

Digital-age literacy			
Basic literacy			
Scientific literacy			
Economic literacy			
Technological literacy			
Visual literacy			
Information literacy			
Cultural literacy			
Global awareness			
Inventive thinking			
Adaptability and managing complexity			
Self-direction			
Curiosity			
Creativity			
Risk taking			
Higher-order thinking and sound reasoning			
Effective communication			
Teaming and collaboration			
Interpersonal skills			
Personal responsibility			
Social and civic responsibility			
Interactive communication			
High productivity			
Prioritizing, planning, and managing for results			
Effective use of real-world tools			
Ability to produce relevant, high-quality products			

6. Give examples of how you provide explicit instruction or employ strategies to develop the following 21st Century skills:

21st Century Skill	Examples
Digital-age literacy	

Basic literacy	
Scientific literacy	
Economic literacy	
Technological literacy	
Visual literacy	
Information literacy	
Cultural literacy	
Global awareness	
Inventive thinking	
Adaptability and managing complexity	

Self-direction	
Curiosity	
Creativity	
Risk taking	
Higher-order thinking and sound reasoning	
Effective communication	
Teaming and collaboration	
Interpersonal skills	
Personal responsibility	
Social and civic responsibility	

Interactive communication	
High productivity	
Prioritizing, planning, and managing for results	
Effective use of real-world tools	
Ability to produce relevant, high-quality products	

Adapted from *Indicator: Range of Use* by Learning Point Associates, available online at <http://www.ncrel.org/engage/framework/efp/range/efpranin.htm>.
Copyright © 2007 by Learning Point Associates. Adapted with permission of the publisher.